

# 13 Life experiences

## Have you ever wanted to be a chef?

### Lesson profile

<b>Listening</b>	The friends discuss who to interview
<b>Grammar</b>	Present perfect with <i>ever</i> and <i>never</i>
<b>Vocabulary</b>	Jobs; Key Reading and Writing Part 2
<b>Pronunciation</b>	Past participles
<b>Speaking</b>	Ask about life experiences

### Warmer

Pretend to be someone from space who visits Earth for the first time. You have a lot of questions! Demonstrate with one of the students. For example:

**Teacher:** Where am I?

**Student:** In school.


**Teacher:** What's school?

**Student:** A place where you learn things.

**Teacher:** Why?

When the students understand, arrange them in pairs to do the same.

## LISTENING

- 1  1.52 Ask the students to name a famous person from their country and say what they have done to be famous.

Ask the students questions about the factfiles: *Who is very good looking?* (William) *Who probably knows kings and queens?* (Hannah) *Who probably travels a lot?* (Clark and William)

Play the recording for the students to match Dylan, Finn and Gabby with the famous people.

### Answers

**Finn:** Clark Stevens, photographer

**Gabby:** William Foster, model

**Dylan:** Hannah Stone, artist

### Audioscript

**Dylan:** All three jobs look interesting, don't they? Who do you want to interview, Gabby?

**Gabby:** Well, I've never talked to a real artist, so it'd be fun to interview Hannah. But I'd like to talk to a model too, so I'm not sure. Have you decided, Finn?

**Finn:** Yes, I have. I'd like to interview Clark because he sounds really interesting. He's visited different parts of the world, too. Have you decided, Dylan?


**Dylan:** No, I haven't. I don't mind who I interview.

**Gabby:** Well, if you really don't mind, I think I'd prefer to meet William. Most models are women, so I can ask him about what the fashion world is like for him.

**Dylan:** OK, then I'll interview Hannah. Hey, maybe she's painted a picture of the Queen!

### Extension activity

The students choose who they want to interview and write five questions, for example, 'Clark, is your job dangerous?' Give them ideas for questions like working hours, travelling, problems, equipment, etc. They then roleplay the interviews in pairs.

- 2  1.52 Ask the students if they can remember the reasons the friends gave for their choices. Play the recording again.

### Answers

**Finn:** Clark, because he sounds interesting and has visited different parts of the world.

**Gabby:** William, because most models are women, and it will be interesting to hear what the fashion world is like for a man.

**Dylan:** He didn't mind, so he let the others choose first.

### Extension activity

Make a daily schedule for one of the famous people. For example (William):

10:00 get up

10:30 have breakfast: black coffee, half an apple, etc.

## GRAMMAR Present perfect with *ever* and *never*

- 3 Ask a student *Did you walk home from school yesterday?* If 'no', ask *Have you ever walked home?* (If the first answer was 'yes', ask a different student.) Write the two questions on the board.

Ask *In the first question, am I asking about a specific time in the past?* (yes) *So what tense is it?* (past simple) *Is the second question about a specific time?* (no, it's asking about any time in the past) Explain that in this case we use the present perfect and *ever*.

Tell the students to read the examples and complete the rules.

Language notes:

- It might be helpful to explain that *ever* means 'in your life'.
- *Never* has the meaning of 'not ever'.
- For regular verbs, the past participle is the same as the past simple form but the students should be careful about spelling rules (*travel* – *travelled*, *worry* – *worried*, etc.).

## Answers

- 1 We use the *auxiliary verb* 'have' plus the past participle of the *main verb*.
- 2 We use the present perfect to talk about experiences in the *past*.
- 3 We *can't* use words like *last week* or *ago* with the present perfect.
- 4 We can use *ever* in present perfect *questions*.
- 5 We can use *never* in present perfect *statements*.

## Alternative presentation

Download the song *Brighton in the Rain* to play in class or show it on YouTube. The song begins 'I've never been to Athens and I've never been to Rome' and every line has the present perfect with *never*. *Brighton in the Rain* is so ideal for teaching the present perfect that online you can find many worksheets to go with it. It is an authentic song and it has both regular and irregular verbs, so you will have to present both together.

→ Grammar reference Student's Book page 159

- 4 Demonstrate with an example on the board: *She / never fail / an English test*. (She has never failed an English test.)  
The students read out the sentences. Make sure that they use contractions after nouns and pronouns – *My mum's, I've never*, etc. – as this is more natural in speaking.

## Fast finishers

Ask the students to turn all the statements into questions and all the questions into statements. For example *Has your mum ever visited Antarctica? I have never worked in a factory*.

## Answers

- 1 My mum has / 's never visited Antarctica.
- 2 I have / 've never camped in the winter.
- 3 Have you ever worked in a factory?
- 4 Has Tony ever repaired a computer?
- 5 We have / 've never returned to our old school.

## Corpus challenge

Books closed, read out a list of countries, or of towns in your country and tell the students to write down the ones that they have visited. Then they compare in pairs.

Books open, they correct the sentence.

### Answer

*I've never travelled there and I want to visit it.* (present perfect because it is about experience, *visit* needs an object)

## VOCABULARY

- 5 Books closed, write on the board: *A teacher is somebody who ...* and get the students to think of different ways of finishing the sentence, for example 'helps people to learn', 'changes the world'.

Books open, ask the students some questions about the pictures, for example *Picture a. Where is he? What is he doing? Why?* The pictures show a dentist, a mechanic, a chef and a pilot.

The students then do the matching exercise. Drill all the words.

Books closed, read out the definitions for the students to name the job.

## Fast finishers

The students underline the stressed syllable in the jobs with more than one syllable: artist, dentist, tour guide, mechanic, model, photographer, pilot, receptionist.

## Answers

1 e 2 i 3 f 4 a 5 h 6 c 7 j 8 d 9 b 10 g

## About you

- 6 Arrange the students into pairs and give them one minute to list as many other jobs as they can. Examples of other jobs they might know: *actor, cleaner, cook, engineer, farmer, manager, secretary, shop assistant, waiter/ress*. Write all the jobs on the board. The students should say what each job is, for example *An actor works in films or at the theatre*.  
Tell the students to give each job a rating from 1–5, 5 meaning a dream job and 1 the worst job in the world. Then arrange them into groups to compare their lists and discuss the jobs.

## Extension activity

Give each student in the class a job (two students could have the same job if a large class). The students should line up according to how interesting the job is, 'very interesting' being on the left and 'very boring' on the right. You can repeat the activity with a different adjective, for example how difficult the job is, how dangerous, etc.

## Prepare for Key for Schools

### Reading and Writing Part 2

#### Task description

In Reading and Writing Part 2, students are tested on their knowledge of vocabulary. Students fill in a space in five sentences with one of three options. The sentences are all on the same topic or are linked by a simple story line.

#### Exam tips

Tell students to read all the sentences, including the example, to get an idea of the narrative. The three words will be similar to each other, but used in different ways. They should read the words around the space very carefully and may need to think about grammar to get the right answer.

→ See Exam Profile 3, Student's Book page 125.

- 7 Ask the students some questions about the picture, for example *What is the girl doing? Who are the children?* Do the example together: *Why is the answer B, got?* (We say *have* or *get* a job but *be* somebody, e.g. *she is a doctor.*) The students then work individually.
- When you check the answers, ask the students to explain why they are right. **Weaker students** can use L1 for this.

### Fast finishers

Fast finishers write down three questions to ask Tanya about her job, for example *Do your parents want you to work?* and then pass them to other students to answer.

### Answers

- 1 C (*finishes* (stops doing something) is the opposite of *starts*; a person doesn't 'close'; *completes* needs an object)
- 2 B (you go on the bus and travel by bus; *catch the bus/train* doesn't need *by*)
- 3 A (you do sport)
- 4 C (*exciting* is about *it*, the job; the other adjectives are about a person)
- 5 C (*want* takes the *to*-infinitive, *think* and *know* take *that* clauses)

### Extension activity


The students discuss different kinds of summer jobs for teenagers and why they are useful.

### Cultural background

In the UK, teenagers can do part-time work from the age of 13 and full-time work from 16. Many school students (over 16) and university students take jobs in the summer holidays.


Child labour is an important part of the economy of many countries. Around the world, about 150 million children younger than 14 do adult jobs.

## PRONUNCIATION Past participles

- 8  1.53 Books closed, elicit the verbs and write them on the board. For example *To write to someone on your mobile* (text) The students then write down the past forms.

Write on the board and say, *Have you ever texted or called someone by mistake?* Discuss briefly. Underline the two *-ed* endings and ask *Do we pronounce these the same?* (no)

Books open, play the recording for the students to hear the different ways of pronouncing the *-ed* endings. Then they complete the table. Do the first one or two together.

-  1.54 Play the recording for them to check their answers, and drill the words.

Language note: the rule is that *-ed* is pronounced /d/ for verbs which end with a voiced sound other than /d/; /t/ for those which end in an unvoiced sound other than /t/; /ɪd/ for verbs which end in a /t/ or /d/ sound.

### Answers

/ɪd/ decided: pointed, recorded, texted, visited  
/d/ arrived: called, climbed, failed, played  
/t/ hoped: asked, helped, pushed, washed

### Extension activity

The students add two more verbs to each column, for example /ɪd/ *hated, wanted*; /d/ *opened, questioned*; /t/ *walked, joked*. For **weaker students**, you might need to give them a list.

## SPEAKING

- 9 Ask the students *Have you ever walked more than 15 kilometres?* and get some answers. The students then form the questions.

### Answers

- 1 Have you ever wanted to climb a mountain?
- 2 Have you ever helped a neighbour?
- 3 Have you ever cooked a meal for your family?
- 4 Have you ever joined a drama club?
- 5 Have you ever worked as a DJ?
- 6 Have you ever repaired anything?

- 10 Ask the students to add two more questions of their own. Drill the questions first, making sure that the students use the correct *-ed* pronunciation, and the short answers. The students then ask and answer the questions in pairs. Tell them to give additional information in their answers, for example *Have you ever cooked a meal for your family? Yes, I have. I cooked spaghetti bolognese on my mum's birthday.*

### Mixed ability

Give the **weaker students** some sentence headers to choose from for their two extra questions:

*Have you ever watched ...*  
*Have you ever danced ...*  
*Have you ever tried ...*

### Extension activity

The students report back their answers, for example *Maxim's never interviewed anyone but he's always wanted to climb Mount Elbrus!*

### Cooler

Give each of the students a job from Exercise 5. They must describe the job for the other students to guess. For example *Have you ever had toothache? This is the person to go to!* (dentist)

## No, I've never done that

### Lesson profile

<b>Vocabulary</b>	Irregular past participles
<b>Reading</b>	Life Quiz; Key Reading and Writing Part 3a
<b>Speaking</b>	Short conversations

### Warmer

Write on the board, or dictate, these sentences. The students should discuss if they are true or false. (They could find the answers on their mobile devices.)  
*It has never snowed in Australia.* (False: it often snows in the mountains.)  
*No one has ever travelled to Mars.* (True: only unmanned space craft.)  
*A teenager has never climbed Mount Everest.* (False: 13-year-old Jordan Romero is the youngest.)  
*Nobody has ever walked from London to Paris.* (True: it's impossible – there is a sea between them.)  
*An animal has never learned English.* (True, but apes have learned some words.)

## READING AND VOCABULARY

- 1 Arrange the students into pairs to describe each of the pictures. They then do the matching exercise.

### Fast finishers

The students find three new words or phrases to describe the pictures, for example picture **a** *stage* and picture **h** *shake hands*.

### Answers

a 6 b 4 c 2 d 8 e 12 f 9 g 11 h 3 i 10 j 1  
k 5 l 7

- 2 The students do the quiz themselves and then ask their partner the questions.  
 Language note: *lend* and *borrow* are often confused; demonstrate by asking a student for a pen and saying *I have borrowed a pen from [Julia] so [s]he has lent it to me*.
- 3 The students should compare their answers. You could give a point for each 'yes' answer, maximum of 12, so you can see who is the most experienced student!

### Extension activity

The students cover up the questions and see if they can repeat them just by looking at the pictures.

- 4 Ask the students *What tense are the questions in the quiz?* (present perfect) *So what forms are the main verbs?* (past participles) Match the first as an example then the students work individually. Tell them that these are all irregular verbs.

Check these, then the students add the past simple form. They could look at the list on page 167 when they check together.

Drill all three forms.

Language note: *dream* can also have the past forms 'dreamt' /dremt/; *ate*, the past simple of *eat*, can be pronounced /et/ or /ett/.

### Fast finishers

The students find out the past simple and past participle forms of three other verbs they know.

### Answers

be – was/were – been	grow – grew – grown
break – broke – broken	lend – lent – lent
dream – dreamed – dreamed	meet – met – met
eat – ate – eaten	ride – rode – ridden
fall – fell – fallen	sell – sold – sold
forget – forgot – forgotten	wear – wore – worn

- 5 To encourage some negative forms, the things could be unusual because the students have not done them, for example, *I've never eaten meat*. You could tell students that their sentences don't have to be true!

### Mixed ability

Stronger students write eight sentences and give two to weaker students.

- 6 The students have to turn their statements into questions to ask each other. Remind them that they need *ever* in questions, even when the statement was negative (*Have you ever eaten meat?*)

As a variation, this could be done as a milling activity in the whole class or large groups, the students asking as many people as possible within a time limit.

## Prepare for Key for Schools

### Reading and Writing Part 3a


#### Task description

In Reading and Writing Part 3a, students are tested on functional language. Students complete five two-line conversations with one of three options.

#### Exam tips

Tell students they should read the first line of the conversation first and think about what the situation is and what answer could come next. Students should think about the meaning of each sentence, and not choose an answer because it uses similar vocabulary.

→ See Exam Profile 3, Student's Book page 124.

- 7  1.55 Books closed, write *Ouch! That's my foot!* on the board and ask the students *Where am I and what has happened?* Get some ideas, for example *You are on a crowded bus. Someone has walked into you.* Ask the students *What would be a good reply?* Get some ideas like *I'm sorry* and *It wasn't me!*

Books open, do the same with the students for the beginning of the five conversations. The students compare their answers to the multiple-choice replies and then choose the best answer.

The students should explain why the answers are right.

**Weaker students** can use L1 for this. Demonstrate with the example: winning a prize is a good thing, so the reply should say 'Well done.'

Play the recording for the students to check their answers then play it again, pausing after each line, for the students to repeat. Get them to focus on copying the intonation in the answers.

### Answers

- 1 A (*Awesome* means great and so it needs a positive reply, B and C are negative.)
- 2 B (After a request, *Sure* is a polite way of agreeing.)
- 3 C (Not being able to swim is not good so the reply should be sympathetic.)
- 4 C (*I don't mind* means the person doesn't have a preference; A means 'no', and C means 'yes', neither of which is appropriate when the speaker is asking the person to choose.)
- 5 B (*later* is about today not tomorrow, C is in the past, B means you agree and like the plan.)

## SPEAKING

- 8 Books closed, read out the example conversation and ask the students to guess who the two people are and what the situation is.

Arrange the students into pairs. Books open, they choose a pair of people from the top box and a situation from the bottom box.

One student should write one line and the other student the next until the conversation is finished. When they perform the dialogue, the other students have to guess which pair of people they are and which situation they are acting out.

### Mixed ability

Give weaker students the sample answer to learn and act out. You could ask them to change some words or phrases, for example *Wow!* instead of *Cool!* and *What's happened?* instead of *What's the matter?*

## Project

### A fact file of a famous person

Tell the students they are going to make a fact file of a famous person in their country.

- Ask them to think of categories for the fact file, for example, job(s), family, home town, travel, interesting experiences, unusual facts.
- Divide them into groups. They should decide which famous person to make a fact file for. It could be a historical person, a celebrity, a writer, etc. Each student should be responsible for making a section of the fact file. Give the easier sections like 'family' to the weaker students.
- The students should use the internet to find information.
- When they have written their sections, the students should collect them together and present the fact file to the rest of the class.

## Cooler

Read out this list of verbs: *borrow, break, fall, forget, grow, lend, live, sell, travel, visit, wear, work*. The students must write down the three forms.

### Answers

borrow–borrowed–borrowed  
break–broke–broken  
fall–fell–fallen  
forget–forgot–forgotten  
grow–grew–grown  
lend–lent–lent  
live–lived–lived  
sell–sold–sold  
travel–travelled–travelled  
visit–visited–visited  
wear–wore–worn  
work–worked–worked

## Teacher's resources

### Student's Book

Grammar reference and practice page 159  
Vocabulary list page 143

### Video

Life experiences

### Workbook

Unit 13 pages 52–55

### Go online for

- Video extra worksheet
- Corpus tasks